

## J K GOURDIN ELEMENTARY

2205 Highway 35  
St. Stephen, SC 29479

**GRADES** K-5 Elementary School

**ENROLLMENT** 216 Students

**PRINCIPAL** Luretha Sumpter 843-567-3637

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-871-3409

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	42	39	2

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	Yes

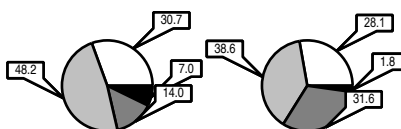
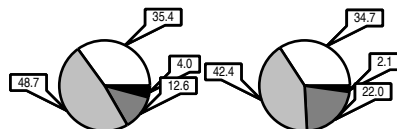
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	124	100.0	28.1	38.6	31.6	1.8	43.0	Yes	Yes
Gender									
Male	66	100.0	32.3	37.1	30.6	0.0	38.7		
Female	58	100.0	23.1	40.4	32.7	3.8	48.1		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	120	100.0	28.2	40.0	30.9	0.9	41.8	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	105	100.0	22.7	41.2	34.0	2.1	46.4		
Disabled	19	100.0	58.8	23.5	17.6	0.0	23.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	124	100.0	28.1	38.6	31.6	1.8	43.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	124	100.0	28.1	38.6	31.6	1.8	43.0		
Socio-Economic Status									
Subsidized meals	115	100.0	29.2	37.7	32.1	0.9	43.4	Yes	Yes
Full-pay meals	9	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	124	100.0	30.7	48.2	14.0	7.0	35.1	Yes	Yes
Gender									
Male	66	100.0	29.0	53.2	12.9	4.8	32.3		
Female	58	100.0	32.7	42.3	15.4	9.6	38.5		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	120	100.0	31.8	50.0	12.7	5.5	32.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	105	100.0	26.8	51.5	14.4	7.2	37.1		
Disabled	19	100.0	52.9	29.4	11.8	5.9	23.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	124	100.0	30.7	48.2	14.0	7.0	35.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	124	100.0	30.7	48.2	14.0	7.0	35.1		
Socio-Economic Status									
Subsidized meals	115	100.0	32.1	46.2	15.1	6.6	34.0	Yes	Yes
Full-pay meals	9	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	34	100.0	15.2	36.4	36.4	12.1	48.5
	<b>Grade 4</b>	44	100.0	37.2	46.5	16.3	N/A	16.3
	<b>Grade 5</b>	44	100.0	45.5	47.7	6.8	N/A	6.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	44	100.0	23.8	33.3	38.1	4.8	42.9
	<b>Grade 4</b>	36	100.0	20.0	45.7	34.3	N/A	34.3
	<b>Grade 5</b>	44	100.0	41.9	39.5	18.6	N/A	18.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	34	100.0	21.2	63.6	12.1	3.0	15.2
	<b>Grade 4</b>	44	100.0	44.2	48.8	7.0	N/A	7.0
	<b>Grade 5</b>	44	100.0	45.5	50.0	2.3	2.3	4.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	44	100.0	19.0	54.8	19.0	7.1	26.2
	<b>Grade 4</b>	36	100.0	31.4	45.7	14.3	8.6	22.9
	<b>Grade 5</b>	44	100.0	46.5	41.9	7.0	4.7	11.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 216)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.6%	Up from 1.6%	3.6%	2.7%
Attendance rate	97.5%	Down from 97.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		7.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		6.2%	3.5%
Eligible for gifted and talented	10.8%	Up from 6.6%	4.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.6%	No change	8.0%	8.2%
Older than usual for grade	4.2%	Up from 0.4%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 15)				
Teachers with advanced degrees	40.0%	Up from 38.9%	48.4%	51.4%
Continuing contract teachers	66.7%	Down from 72.2%	78.9%	87.5%
Highly qualified teachers**	100.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.7%	0.0%
Teachers returning from previous year	79.6%	Up from 77.8%	82.3%	86.7%
Teacher attendance rate	93.4%	Down from 93.9%	94.7%	94.9%
Average teacher salary	\$37,598	Up 3.1%	\$39,001	\$40,760
Prof. development days/teacher	10.3 days	Down from 13.0 days	13.4 days	12.4 days

School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 16.0 to 1	17.0 to 1	18.9 to 1
Prime instructional time	88.6%	Down from 90.1%	88.9%	90.0%
Dollars spent per pupil*	\$7,704	Up 7.7%	\$7,049	\$6,044
Percent of expenditures for teacher salaries*	55.0%	Up from 52.2%	64.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 94.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

J.K. Gourdin Elementary School is a small, rural school located in the Pineville-Russellville community area of Berkeley County. We serve a population of 264 learners. Our community is rich in family values, religious beliefs, and a sense of closeness. Our students have a strong sense of family.

The faculty and staff of J.K. Gourdin value a positive school climate. Through the efforts of some teachers the school received School-To-Work Learning Grants that involved the entire school working together as a community. Last year the involvement of parents, businesses, teachers, students, and administration helped to promote a positive learning environment. Parents, teachers, and students participated in school functions. The administration and our business partners recognized deserved student achievement.

Last year J.K. Gourdin improved in the percentage of students scoring basic or higher on the math portion of the PACT Test in grade three by 6.2 percentage points and grade four by 29.2 percentage points. Grade five declined by 1.2 percentage points. J.K. Gourdin improved in the percentage of the students scoring basic or higher in grade three by 17.4 percentage points and grade four by 5.8 percentage points. Grade five declined by 7.6 percentage points. Based on the student test scores we continued programs such as extended-day and extended-year tutoring, Academy of Reading, Cunningham 4-Block Model, Accelerated Reading, Project Inquiry Science, Soar to Success, Early Success, STAR Math, STAR Reading, and 6+1 Writing Traits to help our children succeed.

We utilize a fully functioning Science Lab, the Twenty-First Century program, and the First Steps program. Students use computer labs daily to build their technological skills and improve their reading and math skills. We continue to offer a parenting room and our Parent Activities Program provides a strong link between the classroom and the home.

Through our Title 1 project we have met the challenge of retaining a dedicated and highly qualified staff. Several initiatives have been implemented to help meet the challenge. The TASSEL program, mileage reimbursement, and student loan repayment all address this issue. Other challenges include meeting and raising the measures of achievement on all state-mandated testing and maintaining a solid parent volunteer force.

Due to the efforts of the administration, staff, students, and parents during the 2003-2004 school year, we expect improvements this year in all academic and non-academic areas.

Luretha Sumpter, Principal

Maxine White, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	17	44	16
Percent satisfied with learning environment	88.2%	73.8%	93.8%
Percent satisfied with social and physical environment	76.5%	90.7%	87.5%
Percent satisfied with home-school relations	41.2%	83.7%	93.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.